



CRESTWOOD HIGH

2000 Oswego Road
Sumter, SC 29153

GRADES 9-12 High School

ENROLLMENT 1,370 Students

PRINCIPAL John Huggins 803-469-6200

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent

8

Good

13

Average

6

Below Average

3

Unsatisfactory

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	75.3	N/A	N/A	71.4	N/A	N/A
Passed 1 subtest	13.3	N/A	N/A	14.7	N/A	N/A
Passed no subtests	11.4	N/A	N/A	13.9	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	95.9%	94.4%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	4.7	10.7
Seniors who met the SAT/ACT requirement	4.7	10.9
Seniors who met the grade point average	39.5	44.8

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	277	181
Number of Diplomas	218	131
Rate	78.7%	73.3%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	241	95.9	256	4.7	277	78.7	YES
Gender							
Male	114	94.7	124	6.5	134	75.4	N/A
Female	127	96.9	132	3.0	143	81.8	N/A
Racial/Ethnic Group							
White	82	98.8	80	7.5	84	84.5	N/A
African-American	148	93.9	168	3.6	183	76.5	
Asian/Pacific Islander	3	I/S	1	I/S	1	I/S	N/A
Hispanic	8	100.0	6	0.0	8	62.5	N/A
American Indian/Alaskan	0	N/A	0	N/A	1	I/S	N/A
Racial/Ethnic Group							
Non disabled	230	96.5	241	5.0	251	86.1	N/A
Disabilities other than speech	11	81.8	15	0.0	26	7.7	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	240	95.8	256	4.7	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	241	95.9	256	4.7	276	79.0	N/A
Socio-Economic Status							
Subsidized meals	138	94.2	156	0.0	169	73.4	N/A
Full-pay meals	103	98.1	100	12.0	108	87.0	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	347	92.8	13.6	36.1	26.9	23.4	60.1	YES	NO
Gender									
Male	171	89.5	20.0	36.7	24.7	18.7	52.0	N/A	N/A
Female	176	96.0	7.8	35.5	28.9	27.7	67.5	N/A	N/A
Racial/Ethnic Group									
White	117	94.9	5.6	17.6	30.6	46.3	81.5	YES	YES
African-American	218	91.3	16.8	46.9	24.5	11.7	49.5	YES	NO
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	308	94.2	8.7	36.2	29.3	25.8	65.5	N/A	N/A
Disabled	39	82.1	62.1	34.5	3.4	N/A	6.9	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	346	92.8	13.7	35.9	27.0	23.5	60.3	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	347	92.8	13.6	36.1	26.9	23.4	60.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	197	90.4	18.3	42.3	26.9	12.6	50.9	YES	NO
Full-pay meals	150	96.0	7.8	28.4	27.0	36.9	71.6	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	347	93.4	21.4	36.2	31.4	11.0	53.8	YES	NO
Gender									
Male	171	90.6	26.3	34.2	25.7	13.8	49.3	N/A	N/A
Female	176	96.0	16.9	38.0	36.7	8.4	57.8	N/A	N/A
Racial/Ethnic Group									
White	117	94.9	9.2	23.9	45.0	22.0	77.1	YES	YES
African-American	218	92.2	26.4	44.2	24.9	4.6	41.1	YES	NO
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	308	94.5	15.3	38.2	34.4	12.2	58.7	N/A	N/A
Disabled	39	84.6	80.0	16.7	3.3	N/A	6.7	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	346	93.4	21.1	36.3	31.5	11.0	53.9	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	347	93.4	21.4	36.2	31.4	11.0	53.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	197	90.9	26.7	42.6	25.6	5.1	44.3	YES	NO
Full-pay meals	150	96.7	14.8	28.2	38.7	18.3	65.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,370)				
Retention rate	7.7%	Up from 0.3%	9.8%	9.1%
Attendance rate	95.9%	Up from 95.6%	95.9%	96.0%
Eligible for gifted and talented	0.0%	No change	3.6%	5.8%
With disabilities other than speech	13.6%	Up from 12.9%	14.2%	12.7%
Older than usual for grade	12.7%	Down from 13.5%	11.4%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 0.9%	1.5%	1.6%
Enrolled in AP/IB programs	0.0%	Down from 0.6%	10.3%	10.2%
Successful on AP/IB exams	N/AV		33.3%	53.8%
Annual dropout rate	1.3%	Down from 1.6%	2.8%	2.7%
Career/technology students in co-curricular organizations	9.2%	Up from 6.1%	7.3%	3.6%
Enrollment in career/technology center courses	874	Up from 848	364	466
Students participating in worked-based experiences	33.0%	Down from 34.2%	20.4%	25.7%
Career/technology students mastering core competencies	83.7%	Down from 85.6%	75.5%	77.7%
Career/technology completers placed	100.0%	No change	98.5%	99.3%
Teachers (n= 63)				
Teachers with advanced degrees	50.8%	Down from 55.9%	49.5%	52.0%
Continuing contract teachers	79.4%	Up from 76.5%	81.0%	82.1%
Highly qualified teachers**	81.6%	N/A	90.7%	89.5%
Teachers with emergency or provisional certificates	11.1%		9.0%	8.6%
Teachers returning from previous year	81.5%	Up from 79.7%	85.8%	86.2%
Teacher attendance rate	95.2%	Down from 96.5%	94.7%	95.3%
Average teacher salary	\$37,421	Down 0.4%	\$40,640	\$41,060
Prof. development days/teacher	7.9 days	Down from 10.7 days	10.6 days	10.6 days
School				
Principal's years at school	5.0	Down from 7.0	4.0	3.0
Student-teacher ratio in core subjects	33.9 to 1	Up from 33.5 to 1	26.4 to 1	26.4 to 1
Prime instructional time	90.0%	Down from 91.1%	89.1%	90.0%
Dollars spent per pupil*	\$4,926	Down 10.5%	\$6,347	\$6,310
Percent of expenditures for teacher salaries*	51.2%	Down from 54.0%	58.2%	57.9%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	83.6%	Up from 72.8%	92.2%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The culturally diverse community served by Crestwood High School includes residents who have lived in the area for generations and military families from Shaw Air Force Base. The attendance area serves both rural and suburban areas. At Crestwood, we meet the needs of our students by providing a wide range of educational opportunities. Incorporating both traditional teaching strategies and innovative instructional techniques, we provide learning experiences appropriate to all learning styles. Teachers utilize standards-based unit plans which they developed in conjunction with other district high school teachers and which are updated frequently during the year.

Crestwood freshmen attend the new Freshman Academy, designed to provide a smoother transition from middle to high school. They participate in core classes and Academic Enhancement and Mentoring, joining the rest of the student population for electives. They are provided with after-school and summer learning experiences.

Crestwood students have the opportunity to seek additional educational development through the County Career Center, as well as through dual credit courses offered by Central Carolina Technical College. They have access to computer labs, distance learning courses, and computers in the classroom. Students also have access to a natural wetlands area, providing outdoor classrooms to promote lessons from science to language arts. To complement the school's commitment to both technological advancement and community service, a Parent Learning Center (instituted by the School Improvement Council) provides training and computers to parent participants.

Crestwood strives to serve emotional needs as well. Mentoring programs such as S.A.V.E. and the Youth Mentoring Forums promote academic success, self-pride, and community involvement. Elements of character education are embedded in the regular curriculum and are stressed in the Freshman Academy. Co-curricular programs (including a wide variety of clubs and athletic activities) provide both enjoyment and learning opportunities.

Crestwood students have gained recognition through competitions on the local, state, national, and international levels in both academics and extra-curricular activities. In the 2003-2004 school year, Crestwood seniors won over \$7.1 million in scholarships. Teachers stay current by participating in workshops, technology classes, and standards-based unit planning—much of which is provided within the district.

The School Report Cards do not reflect all the excellent programs and achievements of students and staff from Crestwood or any other school. None of the co-curricular programs or awards are taken into account. In part, the school grades come from a combination of standardized test scores (HSAP/Exit Exam, SAT, ACT). In reading the school report card, you should consider two things: (1) the school grade and (2) the individual accomplishments of your child. When you receive the report card, please examine it carefully and make an assessment relative to your child's academic performance and participation in school activities.

John B. Huggins, Principal

Candace J. Leggett, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	56	179	99
Percent satisfied with learning environment	91.1%	57.3%	71.4%
Percent satisfied with social and physical environment	92.9%	67.0%	59.6%
Percent satisfied with home-school relations	62.3%	75.7%	49.5%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.